



## Topic Medium Term Planning

Night Pirates Class: Year 2 (GD2)

Summer A - 2025/2026

School Theme: **Our Community**

Literacy Tree: Rosie Revere Engineer/ Iggy Peck Architect

Week/ Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Topic: Project Work</u> <u>Science/History</u> <u>Geography/Computing</u>	<u>Art/D&amp;T/Music</u>	<u>RE/PSHE</u>	<u>PE</u>
<p><b>Week 1</b> 20<sup>th</sup> - 24<sup>th</sup> April</p> <p>Tuesday 21 April - Hamp Academy playtime 10.10-10.25</p> <p><b>Theme Week - Our Community</b></p>	<p>Theme Week - Our Community</p> <p>See separate plan.</p>	<p>Theme Week - Our Community</p>	<p><b>Theme Week - Our Community</b></p> <p>See separate planning for details.</p> <p><b>Online Safety Lesson</b> Summer Term A - I am healthy. Age Appropriate.</p> <p><b>WALT: Describe the things I enjoy about age-appropriate apps, games and websites I am guided to use.</b> Discuss a review of an age appropriate game. Remind children of websites, apps and games the class looked at in year 1 Make a list of what makes an age appropriate game. Vote on top ten games - check against list of criteria • Create 'Guide for choosing games'</p>	<p><b>Music</b> <b>Space soundtrack</b> Representing space using the children's voices and creating atmosphere using dynamics.</p>	<p><b>PHSE</b> <b>Jigsaw Puzzle 5 - Relationships</b> <b>Piece 1 - Families</b></p> <p>Identify the different members of my family. Understand my relationship with my family. Know why it is important to share and cooperate. Accept that everyone's family is different. Understand that most people value their family. Ask the children which pictures they think show a family. Draw out that families are diverse so that children can understand that the stereotypical family or Mum, Dad and children isn't always the case. Explain that all the pictures are families and that families</p>	<p><b>PE - Miss Martin</b> - See separate planning</p>

			See separate eLiM planning.		<p>come in all different shapes and sizes. Draw out that it is perfectly normal to have a family that is different from other people. Ask the children why we have families. Explain they are there to protect us and love us. Talk about families and how we belong with them.</p> <p>In pairs invite the children to share all the different people in their family and why each one is special.</p> <p>Make a 'Happy home cake' - what ingredients will we need?</p> <p>See separate Jigsaw planning.</p> <p><b>No RE</b> <b>Rainbow time</b></p> <p>Children play board games, draw, write or use construction resources.</p>	
<p><b>Week 2</b> <b>27<sup>th</sup> April - 1st May</b></p> <p><b>Literacy Tree Week 1 - Fiction</b></p>	<p><b>Literacy Tree Text 1</b> <b>Iggy Peck Architect.</b> See separate plan..</p>	<p>Money Week 1</p>	<p><b>Wow Starter</b> <b>Literacy</b></p> <p>Welcome to Iggy Peck's Architecture Academy! Have a sign on the IWB, 'Welcome to Iggy Peck's Architecture Academy!' If possible, have some toy tools, rulers, graph/squared paper and books/leaflets about buildings around the classroom. Perhaps have a doll's house on display also if possible. Ask children, what is an architect? Explain that architects are people who design/draw new building before they are built. Every building that has ever been built has had to be drawn and designed first. Can the children name any famous buildings? The architect must also think about the materials used, the measurements and help the builders build the building. Book talk: Introduce children to the book Iggy Peck</p>	<p><b>Music</b> <b>Listening to space</b></p> <p>Listening to space-inspired music; identifying the dynamics, instruments and mood of the pieces of music; responding creatively by drawing what the children hear.</p> <p>See separate planning.</p> <p><b>Wow Starter</b> <b>Art /DT</b> <b>Art: Focus artist: Banksy</b></p> <p>Discuss different modern forms of art including Graffiti Art. Explain Graffiti Art can often be found on bridges.</p> <p>Look at a variety of Graffiti art on smart screen. Discuss Banksy. Explain he creates pictures on</p>	<p><b>PHSE</b> <b>Jigsaw Puzzle 5 - Relationships</b></p> <p><b>Piece 2 - Keeping Safe - exploring physical contact</b></p> <p><b>Identify the different members of my family.</b> <b>Understand my relationship with my family.</b> <b>Know why it is important to share and cooperate.</b> <b>Accept that everyone's family is different.</b> <b>Understand that most people value their family.</b> Ask the children which pictures they think show a family. Draw out that families are diverse so that children can understand that the stereotypical family or Mum, Dad and children isn't always the case. Explain that all the pictures are families and that families</p>	<p><b>PE:</b> <b>Games</b> Follow simple rules in a game. Work cooperatively with other members of your team. Show good sportsmanship when winning or losing. Warm up: Take children through some simple mobility exercises. Make circles with thumbs, wrists, arms, hips, ankles. Provide each child with a tag. Explain</p>

			<p>Architect. What is Iggy doing on the front cover? What kinds of buildings can children see on the front and back covers and what are they made from? Which ones look old and which ones look new? What do children think might happen in this story? Begin reading the text up to the end of the line, 'That's disgusting and nasty! It stinks!'</p> <p>Set up several tables in the classroom with construction materials e.g. junk modelling resources, dry spaghetti and plasticine/playdough, plastic cups and plates, toy food etc. Children could also use Lego and blocks for this session (we are not going to use nappies!). Set groups the challenge of building the tallest, strongest building/tower. Which materials work better than others? Which are stronger?</p> <p><b>Wow Starter</b>  <b>History: Significant individual</b>  <b>Isambard Kingdom Brunel</b></p> <p>On smart screen look at pictures of Clifton Suspension Bridge. Children find out information / facts about the bridge &amp; Brunel. What other iconic designs has he made? Look at the design of Clifton Suspension bridge and materials it is made from. Compare materials with bridges made in 20<sup>th</sup> / 21<sup>st</sup> century.  <b>Model how to use information found on the internet to construct complex sentences that give information to others. How does this help us?</b></p> <p><b>Wow Starter</b>  <b>Science/ DT - Materials</b></p>	<p>different surfaces including on buildings &amp; houses. Tell children he sometimes incorporates different objects such as a skip into his pictures. Explain art on buildings or houses is called Urban art &amp; Banksy is an artist whose work originated in Bristol which is a city in the South West.</p> <p>Children to look at examples of his work. They create stencils and graffiti in the style of Banksy.</p> <p><b>Art/DT</b></p> <p>Children to create clay 'Trolls'. What does a troll look like? Why do you think that?  Children draw their design for the troll. They then use their design to make a clay troll.  Children each have ball of clay, work it until pliable, then create their own troll.</p> <p><b>Art Skills:</b>  <b>WALT</b>  <b>To observe and identify features of landscapes and cityscapes.</b>  Key Skills</p> <ul style="list-style-type: none"> <li>• Observational drawing</li> <li>• Identifying features (river, bridge, buildings, boats)</li> </ul> <p>Starter (5 mins)  Show images of Bristol (harbour, river, Clifton Suspension Bridge).  Ask:</p> <ul style="list-style-type: none"> <li>• What can you see?</li> </ul>	<p>come in all different shapes and sizes. Draw out that it is perfectly normal to have a family that is different from other people. Ask the children why we have families. Explain they are there to protect us and love us. Talk about families and how we belong with them.  In pairs invite the children to share all the different people in their family and why each one is special.  Make a 'Happy home cake' - what ingredients will we need?</p> <p>See separate Jigsaw planning.</p> <p><b>RE - Agape</b></p> <p><b>What do Christians believe about love?</b></p> <p><b>Lesson 1 - The Good Samaritan</b>  <b>Understand the concept of Agape.</b>  <b>Know what a parable is.</b>  <b>Listen and ask questions about 'The Good Samaritan' parable.</b>  <b>Understand that Christians believe you should show kindness to everyone.</b>  Today we are thinking about love.  <b>Who do you love?</b>  The Bible has a word for a special kind of love. Agape. This is about being kind to anyone that needs our help. Even people we don't know.  <b>What is special about parables?</b>  They are stories with special meanings. Jesus loved telling stories to the crowds of people. Sometimes he shocked the people. Christians can read these parables in the Bible.  The good Samaritan is a parable about love for your neighbour. <b>What does neighbour mean here?</b> Tell the story of the Good Samaritan using Godly Play.</p>	<p>that they need to protect their tag to stay in the game.  Chn to remain within a cordoned off area, if they leave this area they will be out of the game. The key objective is to capture as many tags as possible before losing your own. Discuss some techniques on how you might be able to avoid having your tag taken.</p> <p>Cool down: letter shapes  <b>PE - Miss Martin</b>  - See separate planning</p>
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			<p>Identify which materials would be suitable to make a bridge.</p> <p>Children compare different materials to find out which ones would be suitable to build bridges. E.g., Why would bricks work well? Why would paper not be suitable for bridge building?</p> <p>Discuss other uses for materials. What else could bricks be used for?</p> <p>Talk about which different materials could be used to make bridges e.g., wooden bridges /metal bridges / concrete/ brick bridges.</p> <p>Children to find out how the shape of materials can change when weight is added to the bridge (squashing, bending, twisting, bouncing).</p>	<ul style="list-style-type: none"> <li>• What shapes make up the buildings/bridge?</li> </ul> <p>Main (20 mins)</p> <ul style="list-style-type: none"> <li>• Children sketch simple line drawings of: <ul style="list-style-type: none"> <li>○ a river</li> <li>○ a bridge</li> <li>○ buildings</li> </ul> </li> <li>• Encourage breaking images into basic shapes (rectangles, arches, lines)</li> </ul> <p>Challenge (HA)</p> <ul style="list-style-type: none"> <li>• Add detail (windows, reflections, textures)</li> <li>• Label features using art vocabulary</li> </ul> <p>Plenary (5 mins)</p> <p>Children explain what features make it a cityscape vs landscape</p>	<p><b>What does this story say we should do? What things do we do to show love to our friends and families?</b></p> <p>Christians believe you should do these things for everyone - even your enemies.</p> <p>What do you remember about the Salvation story? What is special about parables? What does this tell us about loving our neighbour? What does this tell us about love?</p> <p>Children to take part in Godly Play. In a circle, children listen to story as it unfolds, answering the wondering questions.</p> <p>Photos to be taken as well as children's comments to be recorded - to be stuck into RE floor book.</p> <p>S&amp;L - Use techniques such as hot seating and freeze frame to explore characters and emotions. After the Godly Play session, children to be given the opportunity to 'hot seat' some of the main people from the story. They should be encouraged to consider the thoughts and feelings of the people as well as their actions.</p>	
<p><b>Week 3</b> 4<sup>th</sup> - 8<sup>th</sup> May</p> <p>Literacy Tree</p>	<p>Literacy Tree Text 1 Iggy Peck Architect - Week 2</p> <p>See separate plan.</p>	<p>Money Week 2</p>	<p><b>Science</b></p> <p><b>WALT: Compare uses of everyday materials in different environments.</b></p> <p>In groups children investigate and test different materials they could use to create a waterproof jacket.</p>	<p><b>Music</b></p> <p><b>Comparing planets</b></p> <p>Comparing two pieces of music by the same composer; using musical vocabulary to explain differences in tempo, dynamics, timbre and instruments.</p> <p>See separate planning.</p>	<p><b>PHSE</b></p> <p><b>Jigsaw Puzzle 5 - Relationships</b></p> <p>Piece 3 - Friends and Conflict</p> <p>Understand that there are lots of forms of physical contact within a family.</p> <p>Know which types of physical contact</p>	<p>No Class teacher PE - Forest School</p> <p>PE - Miss Martin</p>

<p>Week 2 - Fiction</p> <p>May 4<sup>th</sup> Bank Holiday</p>	<p>Writing Assessment 1</p>		<p>Children test different materials such as: fabric, paper, tinfoil, plastic &amp; rubber in a water tray to find out if they are waterproof. Children make predictions about each material before they are tested and observations when tested. Ask children: Are plastic / rubber/ tinfoil natural materials or manmade?</p> <p><b>Who made these materials?</b> Children find out about people who have developed useful materials such as <b>Charles Macintosh &amp; John Dunlop.</b> What helpful properties do the materials they have developed, have? Discuss if tinfoil has all the properties needed to make a waterproof coat. Establish although waterproof, it can easily be broken up/ ripped.</p> <p><b>Geography</b> Explore images of the River Parrett. Do the children recognise it? Locate where it starts and where it ends. Show the children a picture of a map to locate it and see how big it is. Research facts e.g. how long it is, how wide, what it is used for. If possible, visit the river with our class bear and carry out observations, record how fast it flows etc..</p> <p><b>Forest School:</b> <b>To plant seeds carefully and explain what plants need to grow.</b> <b>Starter (5 mins) - "Spot the Difference"</b> <b>Show seeds (or packets) and ask: Which will grow fastest? Why?</b></p>	<p><b>Art/DT</b> Look at different rivers and bridges around the UK. Focus on local bridges and rivers. Do the children know any? Show children pictures of our class bear visiting Bristol. Children to create observational drawings of the Clifton Suspension Bridge in Bristol. Model shading and using a sketching pencil to add detail.</p> <p><b>Art Skills:</b> <b>WALT</b> To draw bridges and buildings using simple perspective and overlapping.</p> <p>Key Skills Perspective (near/far) Overlapping Size variation Starter (5 mins)</p> <p>Quick demo: Draw a road or river getting narrower Show how objects get smaller in the distance Main (20 mins) Children draw a bridge over a river Add buildings behind and in front Use: bigger shapes in foreground smaller shapes in background Challenge (HA) Add multiple layers (foreground, middle, background)</p>	<p><b>I like and don't like and be able talk about this.</b> In groups ask the children to discuss the sort of touches they like and who they like them from, e.g. a wet kiss from their dog, a hug from a parent or carer, being tickled, holding hands in a crowded place, a rough-and-tumble/play fight with a friend, etc. Share ideas and make a list. As a class discuss some of the touches that we don't like e.g. fighting in the playground, pushing and shoving, a smack or a thump, smothering hugs from a relative or family friend, etc. Ensure all children understand that it is OK not to like some forms of physical contact/ touch. Also explain that different people prefer different types of touch e.g. some people like being tickled and others don't. Ask the children how they can make sure that their hands are kind hands that don't hurt other people. Ensure everyone knows they have the right to say, "Please stop, I don't like that" We need to give our permission to be touched as our bodies belong to us.</p> <p>See separate Jigsaw planning.</p> <p><b>No RE</b> <b>Rainbow Time</b></p>	
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			<p>Which might grow underground?          "Why do carrots need more space than lettuce?"          "What might happen if we plant seeds too close together?"  <b>Main Activity (20 mins)</b>          1. Teacher Model (5 mins)</p> <p><b>Demonstrate:</b>          Making a shallow drill (line in soil)          Sprinkling seeds (radish close, carrots spaced, lettuce scattered/lightly spaced)          Covering lightly          Watering gently          Use key language:          "Seeds need space, water, warmth and light"          "Roots grow down, shoots grow up"          2. Children Plant (15 mins)          Split into small groups:          Carrots          Plant in shallow rows          Space seeds (not too close)          HA: Explain root growth underground          Lettuce          Scatter or lightly space          HA: Predict which will be ready first          Radishes          Plant slightly spaced          HA: Identify as fastest growing</p>	<p>Include people, boats, cars for scale          Plenary (5 mins)          Which drawings look most realistic? Why?</p>		
<p><b>Week 4</b>  <b>11<sup>th</sup> May - 15<sup>th</sup> May</b>  <b>Literacy tree</b></p>	<p><b>Literacy</b>  <b>Tree - 2</b>  <b>Rosie</b>  <b>Revere</b>  <b>Engineer - Week 1.</b>          See separate plan.</p>	<p>Measurement          - Length and Height - See separate plan.</p>	<p><b>One Lesson: Computing:</b>          Light up my Lightbot (programming /core)          Children use the program to introduce/ reinforce the use &amp; creation of algorithms, by directing the Light Bot around the course. (Lesson 1)</p>	<p><b>Music</b>  <b>Planet motif</b>          Creating and playing motifs (short sequences of sound); notating or writing down compositions.  <b>Fantastic Finishers</b>  <b>Art Skills:</b></p>	<p><b>PHSE</b>  <b>Jigsaw Puzzle 5 - Relationships</b>  <b>Piece 4 - Secrets</b>          Identify some of the things that cause conflict with my friends.          Demonstrate how to use the positive problem-solving technique to resolve</p>	<p><b>Games</b>  <b>WALT take part in team sports</b>  <b>WALT keep to the rules of a game</b>          Warm up - animal walk          Rounders: Decide when to run and</p>

<p><b>Week 3 - Fiction</b></p> <p><b>Class photos</b></p>			<p><u>Geography - Canals</u></p> <p>Locate with children on local maps where the Bridgwater &amp; Taunton canal starts &amp; finishes. Using smartboard find out facts about the canal. E.g., How long is it? How long did it take to dig?</p> <p>Discuss &amp; compare canals &amp; rivers.</p> <p>Children to learn differences between the two.</p> <p>Visit the canal by walking to/ past bridge by duck pond.</p>	<p><u>WALT</u></p> <p><b>To use colour and tone to show light, water and reflections.</b></p> <p>Key Skills  Colour mixing  Tone (light/dark)  Reflection in water  Starter (5 mins)</p> <p>Show image of river reflections</p> <p>Ask:</p> <p>What happens to colours in water?  Do reflections look the same or blurry?</p> <p>Main (20 mins)  Paint or use pastels to create: sky (sunset or daytime)  river with reflections  Add reflection by: drawing shapes upside down  blending slightly  Challenge (HA)  Use gradient skies (light to dark)  Add shadow under bridge/buildings  Plenary (5 mins)</p> <p>What techniques made the water look realistic?</p>	<p><b>conflicts with my friends.</b>  Sometimes negative (unhelpful) thoughts and feelings can get in the way of making friends again.  Conclude by discussing that it is possible for even the closest of friends to fall out sometimes, but we can learn how to fix a broken friendship if both people are willing to try. Work with a partner to role play how to mend a friendship using the problem solving techniques.</p> <p><u>S&amp;L</u> - Children to be taught about secrets and when it is important to speak out. Discuss the ways in which we talk to others and how this can make us feel.</p> <p>See separate Jigsaw planning.</p> <p><u>RE - Agape</u></p> <p><u>What do Christians believe about love?</u></p> <p><u>Lesson 2 - Zacchaeus - Fresh Start</u></p> <p><u>Understand the concept of Agape.</u>  <u>Know what a parable is.</u>  <u>Listen and ask questions about 'Zacchaeus' parable.</u>  <u>Understand the role of forgiveness in friendship.</u></p> <p>Today we are carrying on thinking about love. <b>What is the special word that the Bible uses for love that cares for anyone who needs our help?</b> Agape.  <b>How do Christians learn about Agape?</b> Parables in the Bible.  <b>What is a parable?</b>  They are stories with special meanings  <b>Have you ever upset someone or fallen</b></p>	<p>where to run.  Children to be taught the rules of rounder's using all the skills they have developed this year. Working on competitive games and how to make decisions and communicate with team members,</p> <p>Cool down - shake it out</p> <p><u>PE - Miss Martin-</u>  See separate planning</p>
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					<p><b>out with them?</b> What happened? Did they stop playing with you? How did that make you feel? What did you do to be friends again? What do you think it would feel like if you had upset everyone and no one was your friend?</p> <p>This little clay Bible animation tells the story well, although with a church context in mind. <a href="https://www.youtube.com/watch?v=1B8uxq0Oz8M">https://www.youtube.com/watch?v=1B8uxq0Oz8M</a></p> <p><b>Why did no one want to be Zacchaeus's friend? Why did Jesus go to Zacchaeus and make friends with him? Why were the other people angry with Jesus when he did that? What does this story say about what Jesus is like?</b></p> <p><b>What does this story say about what we should be like? What does this story say about love?</b></p> <p>Why did Jesus go to Zacchaeus and make friends with him? Why were the other people angry with Jesus when he did that? What does this story say about what Jesus is like?</p> <p>What does this teach us about love?</p> <p>Explain that we will be carrying on thinking about love today. What is the special word that the Bible uses for love that cares for anyone who needs our help? Agape.</p> <p>Next ask - Have you ever upset someone or fallen out with them? Explain that this was what had happened to the man in this story from the Bible.</p>	
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					<p>Explain that you will tell a story to show how Christians believe that it is possible for all people to be saved; rich and poor, good and bad.</p> <p>Show the following:  <a href="https://www.youtube.com/watch?v=1B8uxq0Oz8M">https://www.youtube.com/watch?v=1B8uxq0Oz8M</a></p> <p>Activity:  Discuss the key questions for the session. Explain that everyone needs good friends, and sometimes everyone needs a fresh start too.  In groups, make up and act out a story about falling out, going to the other person to say sorry and making a fresh start together. <b>S&amp;L</b>  - Children to be encouraged to use gesture, intonation, and expression to aid meaning. Children to share with one another.</p> <p>End the session by asking: What does this story say about what Jesus is like? What does this story say about what we should be like?</p>	
<p><b>Week 5</b>  <b>18<sup>th</sup> May - 22<sup>nd</sup> May</b>  <b>Assessment Week</b></p>	<p><b>Literacy</b>  <b>Tree - 2</b>  <b>Rosie</b>  <b>Revere</b>  <b>Engineer - Week 2.</b>  See separate plan.</p>	<p>SATS week</p>	<p><b>One Lesson: Computing</b>  Light up my Lightbot (Programming /core)  Use the program to introduce/ reinforce the use &amp; creation of algorithms, to direct the Lightbot around the course - Lesson 2.</p> <p><b>Forest School</b></p> <p><b>WALT: To join materials using string.</b></p> <p>💧 Starter (5 mins) - Keep it simple</p>	<p><b>Music</b>  <b>Journey to space</b>  <b>Combining soundscapes and motifs created in previous lessons to create and perform a longer piece of music.</b></p> <p><b>SATS Tests - Maths</b>  paper 1 - 18<sup>th</sup> May  Paper 2 - 20<sup>th</sup> May</p> <p><b>Art Skills:</b></p>	<p><b>PSHE</b>  <b>Jigsaw Puzzle 5 - Relationships</b>  <b>Piece 5 - Trust and Appreciation</b></p> <p>Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.  Know how it feels to be asked to keep a secret I do not want to keep.  Know who to talk to if someone asks you to keep a secret you</p>	<p><b>No Class teacher</b>  <b>PE - Forest School</b>  <b>PE - Miss Martin-</b>  See separate planning</p>

			<p>Recap Iggy Peck, Architect</p> <p>Ask: How did Iggy join things together? Today we are going to be builders</p> <p>Quick demo: Wrap string around two sticks Twist it to hold</p> <p>Language: "Wrap, twist, pull tight"</p> <p>Teach (5 mins)</p> <p>Model slowly:</p> <ol style="list-style-type: none"> <li>1. Wrap Wrap string around sticks 3-4 times</li> <li>2. Twist Twist ends together (like a simple tie)</li> <li>3. Loop (optional for confident children) Make one loop and pull through (basic overhand—but not essential)</li> </ol> <p>Say: "You don't need a perfect knot—just make it hold!"</p> <p>Main Activity (15 mins) Step 1: Practice (5 mins) Join two sticks together Then try 3 sticks (triangle shape)</p> <p>Success = it stays together</p> <p>Step 2: Simple Bridge Play (10 mins) Place two logs/crates Children use sticks + string to make a</p>	<p><b>WALT</b> <b>To create a final cityscape using drawing and colour techniques.</b></p> <p>Key Skills Composition Combining techniques Creative decision-making Starter (5 mins)</p> <p>Recap: What have we learned? (shapes, perspective, colour, reflection) Main (20 mins)</p> <p>Children create a final Bristol-inspired artwork including:</p> <p>River Bridge Buildings</p> <p>Choice of media: pencil + colouring paint mixed media (collage buildings + painted background) Challenge (HA) Include accurate perspective + reflection + detail Add atmosphere (sunset, night scene, weather) Plenary (5 mins)</p> <p>Gallery walk: Children give specific feedback using vocabulary: perspective</p>	<p><b>aren't comfortable with.</b> Discuss the feelings associated with keeping good secrets. Now focus on the bad secrets and explain that this child is keeping a 'worry secret'. Explain to the children that there are two different types of secrets and it is very important to know the difference. Good secrets help make us feel happy and usually lead to good surprises. But some secrets can make us worry and feel sad or frightened. These are 'worry' secrets. In the class circle, share some of the children's ideas about examples of 'worry' secrets. Talk about why it can be hard to reveal 'worry' secrets - you might be scared of the person who told you to keep it, it might be something you feel guilty about, or you might not know who is a safe person to tell it to. Help the children to think of who they could trust if they had a secret they needed to tell. Point out that 'worry' secrets usually lead to worse results if they are kept secret, but if you tell then the worry can be sorted out</p> <p>See separate Jigsaw planning <b>No RE</b></p> <p><b>Rainbow time</b></p>	
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			<p>very simple bridge</p> <p>Can you make it stronger by wrapping more times?</p> <p>Can you make a triangle shape (strong structure)</p> <p>Can it hold a small object?</p> <p>Plenary (5 mins)</p> <p>What worked best: wrapping or loose string?</p> <p>Why did some stay together better?</p> <p>"Real bridges (like Clifton Suspension Bridge) use strong cables—like our string!"</p>	<p>reflection</p> <p>foreground/background</p>		
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